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ABSTRACT

Categories of effective and ineffective behavior in regard to Gcal One of the Quality Education Program (regarding student self-esteem and understanding) are listed. Both the rationales for areas of effective student behavior and the categories of teacher strategies are also included. (See TM 001 375 for project description.) (MS)

ED 063360

OOKLET 1

ESCRIPTION

QUALITY EDUCATION PROGRAM STUDY

SELF UNDERSTANDING

PENNSYLVANIA
GOAL ONE

TM 001 381

N ESEA TITLE III PROJECT

OORDINATED AND DIRECTED BY:
Office of the County Superintendent
Bucks County Public Schools
Division of Curriculum and Instruction

I COOPERATION WITH:
The Pennsylvania Department of Education

UNE 1971

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For technical assistance with the Critical Incident Technique, data collection procedures, student and teacher behavioral specifications and related rationales.

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PREFACE

The Bucks County Schools have for some time been committed to improving the quality of the educational offerings for its youth. Characteristic of that commitment was the manner in which officials of the Pennsylvania Department of Education, Bucks County Public Schools, Luzerne County Public Schools, Allegheny County Public Schools, Penn-Trafford School District, Pittsburgh School District, and Erie School District joined together in 1966 to draft the proposal for the Quality Education Program Study (QEPS). Conceived as a complement to Pennsylvania's pioneering efforts to assess the quality of its schools, the study was designed to define and clarify the Ten Goals of Quality Education adopted by the State Board of Education in 1965.

The following booklet is a part of the story of how Q.E.P.S. went about its ambitious task, and the results of that effort. We trust this statement of the behavioral definitions for Pennsylvania's Ten Goals of Quality Education will serve as a guide for the evaluation and improvement of teaching and learning in the schools of the Commonwealth.

Dr. George E. Raab
County Superintendent
Bucks County Public Schools

INTRODUCTION

In recent years there has been an increased interest in goal definition in education. Most efforts toward the establishment and definition of goals seems to take the form of generalizations or descriptive statements. Little, if any, data is available concerning empirical methods for defining educational goals.

Until recently, the "Goals for Quality Education" were not defined in a coherent form. An analysis of this problem revealed that most stated goals have little exact meaning for the practicing educator. Frequently, goals are stated in such general terms that any educator could convince himself that these goals are the purpose that guide his program. Goals are statements of general educational intents. While it is not absolutely necessary for goals to be stated in performance terms, the more clearly these statements are described, the more readily we can develop valid indicators of pupil behavior.

The first step in constructing an instructional program centers upon the need for a set of objectives. An objective refers to the performance or change in behavior a pupil is to exhibit upon completion of instruction. Therefore, meaningful objectives should relate to the "Goals for Quality Education". If one is "to measure objectively the adequacy and efficiency" of educational programs, these objectives must be described in terms of not what the schools do, but in what children do. One must itemize the kinds of behavior that add up to the goals for quality education if we are ever to know how children progress toward the goals or how efficient an educational program may be in furthering such

progress. Specifying goals in this way poses practical problems.[1]

The formulation and adoption of Pennsylvania's Goals of Quality Education represents a major step toward the definition of the State's educational intents, making possible an assessment of its efforts toward the fulfillment of those intents. In an effort to further increase the utility of the goals to the practitioner and evaluator, the Quality Education Program Study was proposed to review, define, and clarify the Ten Goals. Funded in 1968 under E.S.E.A. Title III, Q.E.P.S. made a unique departure from the usual "armchair philosophy" or logical approach to goal definition by deciding to employ the Critical Incident Technique. This technique was used to collect empirical data to define the goals.

The QEPS staff collected critical incident data from teachers, students, and parents from various urban, suburban, and rural areas throughout the State. These data included both student behaviors indicative of achievement of the Ten Goals and teacher behaviors effective in helping students achieve these Goals.

The resulting descriptions or definitions for each of the Ten Goals include: (1) Student Behaviors, (2) Rationales or narrative explanations, and (3) Teacher Strategies. Also, for each Goal QEPS has developed needs assessment instruments to provide the practitioner with a mechanism to systematically gather information to assess its needs and assign priorities to those needs.

[1] Educational Testing Service. A Plan for Evaluating the Quality of Educational Programs in Pennsylvania. Volume One: The Basic Program. Princeton, New Jersey: ETS, Henry S. Dyer, Project Director, Chapter I, pages 1-4 (June 30, 1965).

It is hoped that the resulting products of three years of intensive work devoted to defining Pennsylvania's Ten Goals of Quality Education will provide various segments of the educational community with information and the means to continue to improve the quality of education for the students of Pennsylvania.

Raymond Bernabei
Assistant Superintendent
Bucks County Schools

Donald L. Wright
Project Director, Q.E.P.S.

PROJECT REPORTS

The following is a listing and brief description of the reports produced by the Quality Education Program Study:

Booklet A — Project Description
A description of the project including a background and overview and a detailed report of procedures used to collect, handle, and analyze the data. Includes an appendices.

Booklet B — General Needs Assessment
Instructions
General Needs Assessment Instrument for the Ten Goals.

Booklet C — Characteristics of Incidents and Their Reporters
Gives a tabulation of various characteristics of reporters for each category and sub-category of student behavior.

Goals One through Ten each have two reports. The first is a Description of the goals, containing three basic components: (1) the categories of student behavior, (2) rationales for the areas of effective student behavior, and (3) related teacher strategies. The second report is related to the Needs Assessment of that goal and contains: (1) Instructions, (2) the general needs assessment instrument for that goal, and (3) an analysis of instruments related to that goal. The booklets for the Ten Goals are:

	Goal One - Self Understanding
Booklet 1	Description
Booklet 1A	Needs Assessment
	Goal Two - Understanding Others
Booklet 2	Description
Booklet 2A	Needs Assessment
	Goal Three - Basic Skills
Booklet 3	Description
Booklet 3A	Needs Assessment

	Goal Four - Interest in School and Learning
Booklet 4	Description
Booklet 4A	Needs Assessment
	Goal Five - Good Citizenship
Booklet 5	Description
Booklet 5A	Needs Assessment
	Goal Six - Good Health Habits
Booklet 6	Description
Booklet 6A	Needs Assessment
	Goal Seven - Creativity
Booklet 7	Description
Booklet 7A	Needs Assessment
	Goal Eight - Vocational Development
Booklet 8	Description
Booklet 8A	Needs Assessment
	Goal Nine - Understanding Human Accomplishments
Booklet 9	Description
Booklet 9A	Needs Assessment
	Goal Ten - Preparation for a World of Change
Booklet 10	Description
Booklet 10A	Needs Assessment

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GOAL ONE

QUALITY EDUCATION SHOULD HELP EVERY CHILD ACQUIRE THE GREATEST POSSIBLE UNDERSTANDING OF HIMSELF AND AN APPRECIATION OF HIS WORTHINESS AS A MEMBER OF SOCIETY.

"Self-understanding should increase as the child matures. That is, he should become increasingly aware of his strengths and weaknesses, his values and interests, and aspirations, so that the decisions he makes about his educational and occupational future will be informed, reasonable, and rational. He should be helped to know the strengths in himself that he should exploit and the weaknesses that he should try to overcome or that he must learn to live with.

"On the other hand, regardless of the level and pattern of his particular talents, the school experience should be such that it will strengthen, not damage, his self-esteem. The school should be operated in such a way that children at all levels of talent can achieve a growing awareness of their worth as persons in a society that claims to have an equality of concern for all its members."[1]

[1]Educational Testing Service. A Plan for Evaluating the Quality of Educational Programs in Pennsylvania. Volume One: The Basic Program. Princeton, New Jersey: ETS, Henry S. Dyer, Project Director, Chapter I, pages 1-4 (June 30, 1965).

SUMMARY OF THE AREAS OF EFFECTIVE BEHAVIOR

Goal 1: Quality education should help every child acquire the greatest possible understanding of himself and an appreciation of his worthiness as a member of society.

1. STUDENT DEMONSTRATED COMPETENCY OR WILLINGNESS TO TEST HIS COMPETENCY BY ATTEMPTING A TASK.

2. STUDENT ATTEMPTED TO IMPROVE HIS GENERAL CAPABILITIES OR HIS ACADEMIC STANDING (NOTE: NOT INCLUDED HERE ARE ATTEMPTS TO BE SUCCESSFUL AT ONE SKILL OR ACTIVITY ONLY).

3. STUDENT DEMONSTRATED, BY VERBAL STATEMENT, OR BY SELECTION OF A COURSE OF ACTION, THAT HE WAS CAPABLE OF ACCURATE SELF-APPRAISAL (NOTE: INCLUDED ARE APPRAISAL ACTIVITIES ONLY AND NOT ATTEMPTS TO IMPROVE).

4. STUDENT DEMONSTRATED ACCEPTABLE PERSONAL VALUES OR A WILLINGNESS TO ACT IN ACCORDANCE WITH HIS PERSONAL VALUES.

5. STUDENT EVINCED A FAVORABLE SELF-IMAGE.

0. MISCELLANEOUS.

   0.1 Miscellaneous, Goal 1 Effective.

   0.2 Miscellaneous, other than Goal 1 Effective.

Goal 1. Quality education should help every child acquire the greatest possible understanding of himself and an appreciation of his worthiness as a member of society.

CATEGORIES OF EFFECTIVE BEHAVIOR

1. STUDENT DEMONSTRATED COMPETENCY OR WILLINGNESS TO TEST HIS COMPETENCY BY ATTEMPTING A TASK.

1.1 Student contributed to a class discussion (other than by recitation).

1.1-1 Student volunteered an original idea, or interpretation during a discussion.

1.2 Student volunteered to make or made a presentation (includes reading or reciting material).

1.3 Student volunteered to participate or participated in a play, skit, entertainment, concert, show, or similar public activity.

1.3-1 Student participated in a fashion show.

1.3-2 Student volunteered to be an announcer or commentator.

1.3-3 Student learned or performed the part of another.

1.3-4 Student played a musical instrument in front of the class, or in the school band.

1.4 Student demonstrated competency in or knowledge of athletics, dance, or other physical activity.

1.4-1 Student developed an original or creative effort in a physical activity.

1.4-2 Student volunteered to referee a game.

1.5 Student volunteered to produce or produced an effort requiring skill in the language arts (other than making a presentation).

1.6 Student volunteered to produce or produced an effort requiring skill in drawing, painting, or a similar area.

1.7 Student volunteered to produce or produced an effort requiring mechanical, electrical, or "shop" knowledge or skill.

1.7-1 Student built or repaired an object.

1.8 Student played a musical instrument (other than in a class or public presentation).

1.9 Student volunteered to perform or performed an effort requir-

ing cooking or sewing skills.

1.9-1 Student prepared food.

1.9-2 Student sewed something.

1.10 Student assumed work responsibility or a leadership role (other than by helping another learn).

1.10-1 Student assumed responsibility for doing or reading lost or missed school work.

1.10-2 Student volunteered to participate or participated in an extra curricular community or school function (excluding instances where the important aspect is the type of work responsibility assumed).

1.10-3 Student performed chores or duties in school.

1.10-4 Student applied for a paying job outside of school.

1.10-5 Student took on or carried out a job in an emergency situation.

1.11 Student performed well academically (excluding instances where student indicates an accurate assessment of his performance on a test).

1.11-1 Student showed good reading ability (excluding instances in which participation in a presentation is the critical aspect).

1.11-2 Student performed well in mathematics.

1.11-3 Student typed well.

1.11-4 Student spelled well.

1.12 Student helped another learn.

1.12-1 Student offered to help or helped another learn an academic subject.

1.12-2 Student helped another learn in a nonacademic area.

1.13 Student volunteered to enter or successfully entered a contest requiring an academic or other ability.

1.14 Student demonstrated willingness to try.

1.14-1 Student tried to do well in an academic subject.

1.14-2 Student tried to master a nonacademic subject or skill.

1.14-3 Student tried to master an athletic feat or a sport.

1.15 Student's method of operation or approach to a task reflected a willingness to test his competency.

1.15-1 Student questioned or corrected an authority (including preparing his own new version of materials).

1.15-2 Student asked someone else for an opinion on his work or showed his work to another (not with a view to asking for help).

1.15-3 Student accomplished a task after being told by others that it was too difficult for his capabilities.

2. <u>STUDENT ATTEMPTED TO IMPROVE HIS GENERAL CAPABILITIES OR HIS ACADEMIC STANDING (NOTE: NOT INCLUDED HERE ARE ATTEMPTS TO BE SUCCESSFUL AT ONE SKILL OR ACTIVITY ONLY.)</u>

- 2.1 Student with a physical handicap or weight problem worked to minimize his limitations.
- 2.2 Student changed his academic environment so as to best utilize or improve his learning potential.
- 2.3 Student asked for help in learning a subject or skill (not including joining a remedial or slow group, or instances in which the important aspect is the resulting change in the student).
- 2.4 Student studied or did extra work.
  - 2.4-1 Student, lacking in academic ability, did work in addition to an assignment.
  - 2.4-2 Student, doing poor work, admitted he was not working to capacity, studied, and did show increased effort and improvement.
  - 2.4-3 Student worked to improve or did work that resulted in improved grades (including "extra credit" work).
  - 2.4-4 Student, already excellent academically, stated that he intended to improve or improved his academic standing.
- 2.5 Student demonstrated a positive attitude toward school.
  - 2.5-1 Student did not quit when schoolwork became difficult.

Goal 1/Effective

3. STUDENT DEMONSTRATED, BY VERBAL STATEMENT, OR BY SELECTION OF A COURSE OF ACTION, THAT HE WAS CAPABLE OF ACCURATE SELF-APPRAISAL (NOTE: INCLUDED ARE APPRAISAL ACTIVITIES ONLY AND NOT ATTEMPTS TO IMPROVE.)

3.1 Student appraised himself accurately.

3.1-1 Student recognized both a positive and a negative quality, ability, or interest in himself.

3.1-2 Student recognized a positive quality, talent, or trait in himself.

3.1-3 Student recognized a negative quality or ability in himself (not including apology for misbehavior).

3.1-4 Student admitted that he could not do well in a subject or that he had no knowledge of a subject.

3.1-5 Student admitted that he was not good at an athletic activity and/or needed to practice.

3.1-6 Student, with leadership potential, admitted that he was capable of assuming responsibilities greater than he had at present.

3.1-7 Student indicated that he knew he had performed well on a test.

3.2 Student decided upon a course of action based on an accurate appraisal of his capabilities or goals.

3.2-1 Student avoided an activity (other than a school course or program) not suited to his abilities or his goals.

3.2-2 Student chose an activity or task suited to his abilities in preference to one unsuited to his abilities.

3.2-3 Student selected a career, job, or schooling based on an evaluation of his abilities or interests.

3.2-4 Student picked a report topic in which he was interested.

3.2-5 Student admitted that he was not working to his capacity, or recognized a need to try harder.

3.2-6 Student scheduled his time or activities to best suit his needs or goals.

Goal 1/Effective

4. STUDENT DEMONSTRATED ACCEPTABLE PERSONAL VALUES OR A WILLINGNESS TO ACT IN ACCORDANCE WITH HIS PERSONAL VALUES.

4.1 Student recognized that fighting is wrong.

4.1-1 Student refused to fight.

4.1-2 Student admitted he had been wrong to fight.

4.1-3 Student stopped others from fighting.

4.2 Student demonstrated that cheating or stealing or destroying property was not acceptable to him.

4.2-1 Student refused to cheat or help another cheat.

4.2-2 Student admitted cheating or stealing.

4.2-3 Student was honest about incorrect scoring on a test.

4.2-4 Student protected or returned property of another.

4.3 Student admitted to or apologized for a minor misbehavior or accident.

4.4 Student avoided situations that he found distasteful or activities that might harm him or lead to trouble.

4.5 Student demonstrated understanding of peoples' needs or concern for other beings.

4.5-1 Student helped another in need (excluding instances in which the important aspect is the related idea of work responsibility).

4.5-2 Student acted to promote group harmony or the good of the group.

4.5-4 Student valued or appreciated friendship.

4.5-5 Student was kind or affectionate with an animal (except where responsibility is emphasized).

5. STUDENT EVINCED A FAVORABLE SELF-IMAGE.

5.1 Student said or implied that he, his plans, or his abilities were significant, important, or worthy.

5.2 Student, after receiving help or experiencing a success, indicated by verbal statement or increased participation that he had gained self-confidence.

5.2-1 Student, after a favorable experience interacting with a group of people, interacted with other groups or different people.

5.2-2 Student changed undesirable behavior to behavior more conducive to learning.

5.3 Student demonstrated by verbal statement pride in his work or an accomplishment (not including asking for help or an opinion on the work).

5.3-1 Student was proud of his work, in spite of peer ridicule.

5.4 Student was able to rationalize a defeat or congratulated another who won a competition.

5.5 Student did not brag or appear superior.

5.6 Student showed that he accepted or was proud of his ethnic identity.

5.6-1 Student utilized his ethnic identity or knowledge in a project, class activity, etc.

SUMMARY OF THE AREAS OF INEFFECTIVE BEHAVIOR

Goal 1: Quality education should help every child acquire the greatest possible understanding of himself and an appreciation of his worthiness as a member of society.

1. STUDENT DEMONSTRATED LACK OF COMPETENCY OR AN UNWILLINGNESS TO TEST HIS COMPETENCY.

2. STUDENT SHOWED LACK OF INTEREST IN IMPROVING HIS ACADEMIC STANDING.

3. STUDENT DEMONSTRATED VERBALLY OR BY INAPPROPRIATE SELECTION OF A COURSE OF ACTION THAT HE WAS INCAPABLE OF, OR NOT MOTIVATED TOWARD, ACCURATE SELF-APPRAISAL.

4. STUDENT DEMONSTRATED UNDESIRABLE PERSONAL VALUES.

5. STUDENT EVINCED A POOR SELF-IMAGE.

0. MISCELLANEOUS.

   0.1 Miscellaneous, Goal 1 Ineffective.

   0.2 Miscellaneous, other than Goal 1 Ineffective.

Goal 1: Quality education should help every child acquire the greatest possible understanding of himself and an appreciation of his worthiness as a member of society.

CATEGORIES OF INEFFECTIVE BEHAVIOR

1. STUDENT DEMONSTRATED LACK OF COMPETENCY OR AN UNWILLINGNESS TO TEST HIS COMPETENCY.

1.1 Student did not contribute to class discussion.

1.1-1 Student did not try to do original thinking, interpreting, or relating material.

1.2 Student would not make a presentation to the class (excluding reading orally).

1.3 Student, though capable, refused to participate in a skit, play, or other entertainment.

1.4 Student refused to participate in an athletic activity.

1.5 Student would not attempt to write.

1.6 Student indicated by verbal statement that he would not try to or could not draw.

1.7 Student did not try to produce or did not complete a shop job.

1.10 Student failed to assume work responsibility or a leadership role when the opportunity arose.

1.10-6 Student would not participate on or felt incapable of contributing to a group effort.

1.10-7 Student performed incompetently or was irresponsible in a job assigned him.

1.10-8 Student would not try to interact with people on an appropriate occasion.

1.11 Student would not participate in an academic activity.

1.11-1 Student refused to read orally.

1.11-2 Student would not try mathematics problems.

1.11-5 Student would not take or complete a test.

1.11-6 Student, though capable, refused or did not want to enter a more advanced academic group.

1.13 Student refused to enter or participate in a contest.

Goal 1/Ineffective

1.15 Student's method of operation or approach to a task reflected lack of confidence in his capabilities or lack of willingness to test his competency.

1.15-4 Student, having demonstrated knowledge or competency, refused to try something <u>new</u> in the same field.

1.15-5 Student did not try to work independently or on own initiative.

1.15-6 Student demonstrated he lacked confidence in his work by cheating or by asking for help when <u>not</u> needed (except when cheating is judged to reflect primarily poor personal values).

1.15-7 Student demonstrated undue frustration, impatience, hostility, or self-chastisement after an experience of failure.

1.15-8 Student evinced expectation of failure or poor performance before making an attempt.

Goal 1/Ineffective

2. STUDENT SHOWED LACK OF INTEREST IN IMPROVING HIS ACADEMIC STANDING.

2.4 Student did not study or do needed extra work.

2.4-3 Student did not do extra work to improve his grade.

2.4-5 Student stated he did not need to do schoolwork because he had achieved graduating status.

2.4-6 Student would not put effort into correcting an assignment or attempting to perfect his work (including asking for help when needed).

2.5 Student was apathetic or hostile toward school or schoolwork.

2.5-1 Student quit school or dropped a course.

2.5-2 Student was absent from or tardy to school or class.

3. STUDENT DEMONSTRATED VERBALLY OR BY INAPPROPRIATE SELECTION OF A COURSE OF ACTION THAT HE WAS INCAPABLE OF, OR NOT MOTIVATED TOWARD ACCURATE SELF-APPRAISAL.

3.1 Student appraised himself inaccurately.

3.1-9 Student overestimated himself and/or underestimated others in a verbal statement.

3.2 Student decided upon a course of action based on an inaccurate or inappropriate appraisal of his capabilities or goals.

3.2-1 Student tried to do something and discovered he could not.

3.2-2 Student chose an activity unsuited to his abilities and rejected a more suitable activity.

3.2-3 Student indicated an inappropriate career choice or lack of concern about career selection.

3.3 Student refused to accept another's evaluation of himself or his behavior.

3.3-1 Student refused to acknowledge a positive evaluation of himself.

3.3-2 Student refused to acknowledge a negative evaluation of himself.

Goal 1/Ineffective

4. STUDENT DEMONSTRATED UNDESIRABLE PERSONAL VALUES.

4.1 Student provoked a fight.

4.2 Student cheated, stole, or destroyed property.

4.2-1 Student cheated (not primarily due to lack of confidence).

4.2-4 Student stole or destroyed the property of another.

4.3 Student lied about his misbehavior (excluding instances when the student associates a punishment with discrimination against himself or others).

4.4 Student failed to avoid situations or activities that might harm him or lead to trouble.

4.5 Student demonstrated a lack of concern for people, or a lack of understanding of their needs.

4.5-1 Student would not help another in need.

4.5-2 Student failed to promote group harmony, or the good of a group.

4.5-3 Student taunted or insulted another.

4.6 Student would not vote; or stated that voting is unimportant or ineffective.

Goal 1/Ineffective

5. STUDENT EVINCED A POOR SELF-IMAGE.

5.1 Student indicated by verbal statement lack of self-acceptance or a poor self-image (not including expectation of failure at a task).

5.2 Student, after receiving help, did not change his behavior.

5.6 Student evinced a poor concept of his ethnic group.

5.6-1 Student overestimated his knowledge of his ethnic background or the problems of his ethnic group.

5.7 Student inappropriately judged that he or others were victims of discrimination.

5.8 Student allowed peers or others to influence his actions inappropriately.

5.9 Student inappropriately allowed others to influence his self-image.

RATIONALE

Goal One - Area 1

STUDENT DEMONSTRATED COMPETENCY OR WILLINGNESS TO TEST HIS COMPETENCY BY ATTEMPTING A TASK.

Description

There are fifteen categories in this area describing a multitude of behaviors. These include the student's competency in the academic subjects, the arts, vocational skills and athletics. Not only is the competency itself mentioned here, but the student's approach to the performance of it - such as volunteering to perform in front of an audience, helping another student learn, entering a contest, assuming responsibility for missed assignments - is also defined.

These behaviors are not confined to the school setting, but have applicability at home and in the community as well.

Because of the numerous behaviors and skills described in this area, cross referencing may be valuable in gaining greater insight into these behavior patterns. It appears that Goals 3 and 5 would be particularly helpful in this task.

Analysis

Since the entire area comprises behaviors requiring competencies in academic subjects, it means that the student has previously developed a firm "handle" on the given subject or skill. This required effective teaching to enable the student to achieve this level of competency.

It indicates, too, that the student possesses sufficient self-confidence in this subject area or skill, e.g., to perform in front of an audience, or to help another student with his arithmetic. We would assume from such behavior that he has received encouragement from some source - possibly, teachers and parents, and that by the patient understanding of

these adults he has developed an awareness of his abilities.

Not only the possession of the skill, but the personal recognition that one possesses it form the prerequisites for the behaviors described here. These might be referred to as the "sine qua non" for the development of a favorable self-image, since there is nothing more gratifying to the human spirit than the realization that the person has a contribution to make and is given the opportunity to make it.

Application

Many situations can be structured to enable the student to demonstrate his competency. These will be determined by the skill involved and the level of competency achieved. For example, obvious solutions for the artistically talented are the various art forms, such as exhibitions. But participants here usually include only those who have achieved a rather high degree of competency.

The student with average or below average ability requires a forum for expression as well. Class exhibitions would be a possible solution here.

Other structured activities might include assigning a project that emphasizes the student's abilities and skills, arranging class discussions, and conducting contests on the classroom level.

It would appear the role of the teacher is to facilitate the learning process and to provide a climate that is conducive to the demonstration of the learner's competency.

For further suggestions see also "Teacher Strategies" section of this booklet, Areas: 1, 2, 4, 5, 6 and 7.

RATIONALE

Goal One - Area 2

STUDENT ATTEMPTED TO IMPROVE HIS GENERAL CAPABILITIES OR HIS ACADEMIC STANDING.

Description

This area was developed from incidents describing various attempts on the part of the student to improve his general capabilities or skills as opposed to the development and refinement of a specific skill or capability. Five categories are included here, two of which contain sub-categories.

The behaviors described reflect the student's interest in self-improvement. For example, the student attempts to overcome or minimize a physical handicap and/or weight problem; or the student desires to improve his academic standing. To achieve these objectives, students employ various measures, such as changing class schedule, requesting help, doing extra work, etc. The last mentioned technique - doing extra work - has application for many types of students, ranging from the one who is failing to the student who is already excelling and striving to reach the ultimate in his intellectual development.

This area contains many possibilities for cross references, e.g., category 2.1 has a direct relationship to Goal 6-category 8.7. And again, category 2.5, "Student demonstrated a positive attitude toward school", is actually a statement of Goal 4.

Analysis

The behaviors reported here presuppose an accurate appraisal of the student's abilities. Not included here are the techniques and the tools that were employed to make this assessment.

The fact that the student works to minimize a personal problem

first indicates the recognition and, secondly, the acceptance of this problem. This initial modification of behavior might be due to the sympathetic understanding of a teacher, parent and/or student. Possibly, the student on his own initiative and by his own determination made this adjustment. Whatever the cause, this recognition had to be present before the student attempts to overcome this limitation.

Requesting help or doing extra work implies motivation. This can be self-generated or can result from an evaluation procedure. This process might have included the use of sophisticated diagnostic instruments, or might have been based entirely on teacher-made instruments and observation. Whatever the process, the product must have been a thorough appraisal of the student's abilities and needs and a conviction on the student's part that this evaluation is valid. When the student becomes aware of the "realities of his learning situation", he is more likely to improve it.

Application

When the student's capabilities have been determined, many devices and techniques may be employed to help him improve them. Initially, a parent-teacher conference might be valuable to determine strategies, so that all forces are pulling in the same direction, and a supportive environment is established at home and school.

To overcome a physical handicap, the student might participate in a physical education program structured for this purpose. He might join some youth organization whose primary function is physical activity. It might be suggested to the student that he read several biographies of

individuals who have overcome similar problems.

With regard to the student who requests help in his academic subjects, the teacher might secure a tutor for the student or give him additional help before or after school.

If a change in the academic environment is desirable, the student must be assured by parents and teachers that his personal worth has not been diminished by this action but rather enhanced by his "facing up" to his abilities and his determination to capitalize on every talent that he possesses.

For further suggestions see also "Teacher Strategies" section of this booklet, Areas: 2, 3, 4, 5, 6, 7, 8 and 9.

RATIONALE

Goal One - Area 3

STUDENT DEMONSTRATED, BY VERBAL STATEMENT OR BY SELECTION OF A COURSE OF ACTION, THAT HE WAS CAPABLE OF ACCURATE SELF-APPRAISAL.

Description

The behaviors in this area are concerned primarily with making accurate self-appraisals. A student demonstrates that he understands one or more of his own strengths or weaknesses either by making a verbal statement to that effect or by making a decision which the reporter states or implies was based on such an understanding. Not included here are attempts to improve (as in area 2) or indications of a favorable self-image (as in area 5).

Analysis

Behaviors in this area occur in a wide variety of settings. The teacher can begin discussions, ask questions, or make assignments which are likely to produce behaviors in this area. The behaviors are very similar to behaviors which are likely to be appropriate long after the individual has left school.

To assess oneself accurately, one must first develop the concept that an individual is not either all good or all bad but has a variety of characteristics in varying degrees. Then it is necessary for the individual to: (1) gain experience in a variety of activities with different ability requirements, and (2) learn to analyze activities to determine what abilities are required to perform them. Knowledge of one's own abilities, as well as of the ability requirements of various activities, does not necessarily accrue automatically with experience. It is, on the contrary, common for individuals to have either mistakenly high or mistakenly low estimates of certain of their abilities. An individual may, as a result o

inexperience relative to that of his classmates, seem awkward at a particular activity and accept the verdict of his peers that he lacks the requisite ability, when all he needs is additional practice. An undeserved reputation for high ability is also possible.

Accurate self-appraisal is normally contingent also on a recognition by the individual that generally good results ensue therefrom and on a desire to perform adequately. Self-appraisal may be inhibited if the general tenor of external appraisal is negative, so that the individual comes to expect negative feelings to accompany appraisal.

Application

The teacher may structure situations, such as discussions or group projects in which a variety of skills is required, which are likely to elicit behaviors in this area. He can also assign students to prepare written or oral self-appraisals and compare these with his own impressions of the student or with the results of standardized tests and grades to the extent that these are available and relevant.

The teacher can encourage, through class and individual discussions, interest in self-appraisal. He should take advantage of opportunities to point out differential abilities between and within students, but he should take care to avoid ridicule or consistently negative comments about any student. The teacher should show approval of accurate self-appraisal, even though the characteristic accurately appraised may be undesirable. Students should be told of opportunities to learn more about themselves through taking tests and participating in unfamiliar activities.

RATIONALE

Goal One - Area 3

For further suggestions see also "Teacher Strategies" section of this booklet, Areas: 4, 5 and 9.

RATIONALE

Goal One - Area 4

STUDENT DEMONSTRATED ACCEPTABLE PERSONAL VALUES OR A WILLINGNESS TO ACT IN ACCORDANCE WITH HIS PERSONAL VALUES.

Description

This area, probably more than any other in Goal 1, describes behaviors that would be found in the affective domain of the Taxonomy of Educational Objectives. One might say that these behaviors have more of a "feeling" component than an intellectual one. They deal primarily with attitudes, how the student feels about himself; and, as a result, how he interacts with others.

Categories, such as the student recognized fighting is wrong, and student demonstrated that cheating or stealing was not acceptable to him, reflect the reporter's concern for the development of a personal value system for students.

The behaviors mentioned here are not confined to the school setting but are a part of the total environment of the student.

Because of the nature of the behaviors in this area, their relationship to other goals is readily apparent. The two categories mentioned bove have parallel statements in Goal 5. The first, which is 4.1 in this rea, is related to Goal 5-11.4; the second statement, 4.2 to Goal 5-5.2. n fact, all the Area 4 categories are related to other goals, principally and 5.

nalysis

The development of acceptable personal values is an on-going process that begins shortly after birth and is refined throughout the individual's life. It may be represented by a continuum which begins with a simple reaction to stimuli and ends in the formulation of a consistent philos-

ophy of life. In this continuum, one notices the sequential development of certain behaviors such as awareness, attention, responding, acceptance of a value and preference for this value. The end product is conceptualization of this value which results in organization of a value system.

During this growth process, these behaviors require refinement so that the values have applicability to the current situation of the learner. Adults involved in guiding the student should become aware of h concerns and feelings at this particular time - the here and now. Helpin the stud nt analyze these concerns and feelings objectively is a necessar precondition for the development of behaviors in this area.

The objective is not to help the student to become an authentic human being, but to be an authentic human being, whether he be in first grade or twelfth grade.

Application

The entire environment becomes the "learning center" for the be haviors found in this area. Teachers and parents are involved in this ac ivity, but the role of others cannot be discounted.

There are many situations that the teacher can use to guide the student in formulating a value system. Some are structured, such as role playing, or analyzing a TV drama, a movie, a novel, to ascertain why the characters behaved as they did. Others are spontaneous, and the opportun ity to capitalize on these depends upon the sensitivity of the teacher tc utilize these occasions for a discussion or analysis of the behavior.

Opportunities for decision-making within the student's frame of reference might be a helpful technique. Examination of several value

RATIONALE

Goal One - Area 4

systems and requesting the student to explain his rationale for adopting a specific one might also be useful. It might enable the student to conceptualize and organize his own set of values.

For further suggestions see also "Teacher Strategies" section of this booklet, Areas: 2, 3, 4, 6 and 7.

RATIONALE

Goal One - Area 5

STUDENT EVINCED A FAVORABLE SELF-IMAGE.

Description

The favorable self-image that the student projects is discernible in his behavior pattern. The student might imply that his abilitie are significant; or he might, after successfully completing a task, indicate that he has gained self-confidence which results in a behavior pattern that is more conducive to learning.

This area also contains reported incidents that illustrate the student's realistic attitude of his own abilities, including the ability to rationalize a defeat. Acceptance and pride in one's ethnic backgroun is also mentioned.

This section includes only the actual illustrations of a favorable self-image. This does not necessarily imply an accurate self-appraisal, which is handled in another area.

Many incidents reported here have implications for other goals particularly Goal 2.

Analysis

Demonstration of a favorable self-image implies self-acceptanc To achieve this state of personal development means that the student has acquired certain skills and abilities which are appropriate for the partcular period. By means of these skills and abilities, he has gained pee approval and adult approval.

Undoubtedly, opportunities have been provided for the student interact with others, both on the playground and in the formal classroom setting, through games and projects. This successful interaction with

others has enabled the student to observe his peers and to recognize that they have strengths and weaknesses.

All these activities are helpful in giving the student insight and understanding of his own abilities.

Application

Both teacher and parent have ample opportunities to enable the student to demonstrate a positive self-image.

Some of these situations will be structured for this purpose, others will be "spontaneous and unrehearsed". With the latter, it is incumbent upon the teacher and parent to recognize these situations and to utilize them.

Samples of structured activities might be encouraging the student to demonstrate his hobby, assigning a project that emphasizes the student's abilities and skills, recognizing the student's performance in a test or class discussion.

Ethnic pride and acceptance may be developed by a variety of methods depending upon the interests and skills of the teacher and students. Class activities, such as a Fair in which the Students would dress in their ancestral costumes and bring in ethnic foods, observation of ethnic holidays, research projects concerning leaders of each group, are but a few that may be used.

One must exercise caution in using the technique of discussing contributions of individual members of a certain ethnic group, lest the student assume that only after gaining prominence does membership in a certain group or race gain acceptance. It must be emphasized that each person

RATIONALE

Goal One - Area 5

is accepted for what he is, and not for what he might become.

In all situations, the primary prerequisite is a complete und
standing of the student - his strengths and his weaknesses.

For further suggestions see also "Teacher Strategies" sectio
of this booklet, Areas: 1, 2, 4, 5, 6 and 7.

SUMMARY OF TEACHER STRATEGIES

Goal One

1. TEACHER SHOWED PERSONAL INTEREST IN A STUDENT OR DEMONSTRATED A REGARD FOR THE WORTH OF AN INDIVIDUAL.

2. TEACHER STRESSED OR ENCOURAGED STUDENT CAPABILITIES.

3. TEACHER RESPONDED TO INAPPROPRIATE STUDENT BEHAVIOR.

4. TEACHER ENCOURAGED A STUDENT TO PERFOkM.

5. TEACHER GAVE RECOGNITION OF A STUDENT'S ABILITY OR INTEREST.

6. TEACHER ASSIGNED A TASK, A POSITION OF RESPONSIBILITY, OR A LEADERSHIP POSITION TO A STUDENT.

7. TEACHER AIDED A STUDENT IN MATTERS REQUIRING INTERACTION WITH OTHERS.

8. TEACHER AIDED OR MADE SPECIAL ARRANGEMENTS FOR A STUDENT HAVING LEARNING DIFFICULTIES.

9. TEACHER AIDED A STUDENT IN MAKING THE VOCATIONAL CHOICE MOST APPROPRIATE TO HIS ABILITIES.

TEACHER STRATEGIES

Goal One

1. TEACHER SHOWED PERSONAL INTEREST IN A STUDENT OR DEMONSTRATED A REGARD FOR THE WORTH OF AN INDIVIDUAL.

    1.1 Teacher made an effort to make student feel that he was a person, that he was worthwhile, that someone cared, or that one can be accepted for himself.

    1.2 Teacher explained or stressed the basic worthiness of life or of each individual.

2. TEACHER STRESSED OR ENCOURAGED STUDENT CAPABILITIES.

    2.1 Teacher stressed doing one's best, feeling pride in what one does, and competing only against oneself.

        2.1-1 Teacher, when student had a habit of comparing himself unfavorably with his siblings or peers, stressed doing his best or only competing with himself, or used other means to increase his opinion of himself.

        2.1-2 Teacher tried to stress that everyone makes mistakes, or has difficulty with some types of work, activities, etc.

        2.1-3 Teacher stressed the way in which the student was like his fellow students or others.

    2.2 Teacher made the student aware of his strengths or capabilities or assured him he could do the work.

    2.3 Teacher arranged for a student to do a task at which he is able to succeed.

    2.4 Teacher encouraged self-evaluation by the student.

    2.5 Teacher praised student's appropriate behavior.

        2.5-1 Teacher stressed a student's strong areas and avoided mentioning those in which the student was poor.

    2.6 Teacher avoided criticizing a student's work.

3. TEACHER RESPONDED TO INAPPROPRIATE STUDENT BEHAVIOR.

    3.1 Teacher talked to a student about inappropriate or unacceptable behavior, poor attitude, etc.

        3.1-1 Teacher talked with a student about poor academic performance, cheating, tardiness, absenteeism, etc.

3.2 Teacher punished or clearly indicated disapproval of disruptive or dishonest behavior.

4. TEACHER ENCOURAGED A STUDENT TO PERFORM.

4.1 Teacher challenged a student to perform.

4.2 Teacher encouraged student to try, to make an attempt.

4.2-1 Teacher encouraged student to try, but did not push him.

4.2-2 Teacher complimented a student on his improvement.

5. TEACHER GAVE RECOGNITION OF A STUDENT"S ABILITY OR INTEREST.

5.1 Teacher made student aware of a positive way in which he or his work differed from other students.

5.2 Teacher displayed or described the student's work, or allowed or encouraged student to do so.

5.3 Teacher recognized a student's talent and praised, or encouraged him in it.

5.4 Teacher suggested that a student prepare a report or project related to his interest, background, or heritage.

6. TEACHER ASSIGNED A TASK, A POSITION OF RESPONSIBILITY, OR A LEADERSHIP POSITION TO A STUDENT.

6.1 Teacher appointed a student to a leadership position or position of authority.

6.2 Teacher encouraged a student to give help to others, or assigned this responsibility to him, including tutoring or teaching others a skill.

6.3 Teacher assigned a task or responsibility to a student, or asked him to help the teacher with classroom duties.

7. TEACHER AIDED A STUDENT IN MATTERS REQUIRING INTERACTION WITH OTHERS.

7.1 Teacher, when student was having difficulty in participating in a class or group activity, attempted to arouse his interest or to aid him in making a contribution.

7.2 Teacher arranged for an unpopular student to do something which would get other students to accept him, or asked the other students to make a particular effort.

TEACHER STRATEGIES

Goal One

7.2-1 Teacher pointed out ways the student's behavior could be changed in order to bring about peer acceptance.

7.3 Teacher arranged for a withdrawn student to work in a group or with another student.

7.4 Teacher, when two students were having difficulties with each other, talked with both of them or arranged for them to work together.

8. TEACHER AIDED OR MADE SPECIAL ARRANGEMENTS FOR A STUDENT HAVING LEARNING DIFFICULTIES.

8.1 Teacher gave extra tutoring, practice, or assistance, or made arrangements for tutoring by others.

8.2 Teacher, when student was having difficulty, either gave stude easier work or suggested student repeat the course.

8.3 Teacher gave a special assignment to a slow student or one lacking self-confidence.

8.4 Teacher allowed or arranged for a student who had artistic or mechanical ability but lacked basic skills to do work requiring the use of his special skills.

8.5 Teacher, when student lacked communication skills but had artistic ability, found a way to tie in the use of communication skills with the art work.

8.6 Teacher, when student had difficulty reading, gave assignments or tests which required listening rather than reading skills.

8.7 Teacher helped student develop or apply study skills.

9. TEACHER AIDED A STUDENT IN MAKING THE VOCATIONAL CHOICE MOST APPROPRIATE TO HIS ABILITIES.

9.1 Teacher aided a student in making the vocational choice most appropriate to his abilities, including advising him not to drop out of high school.

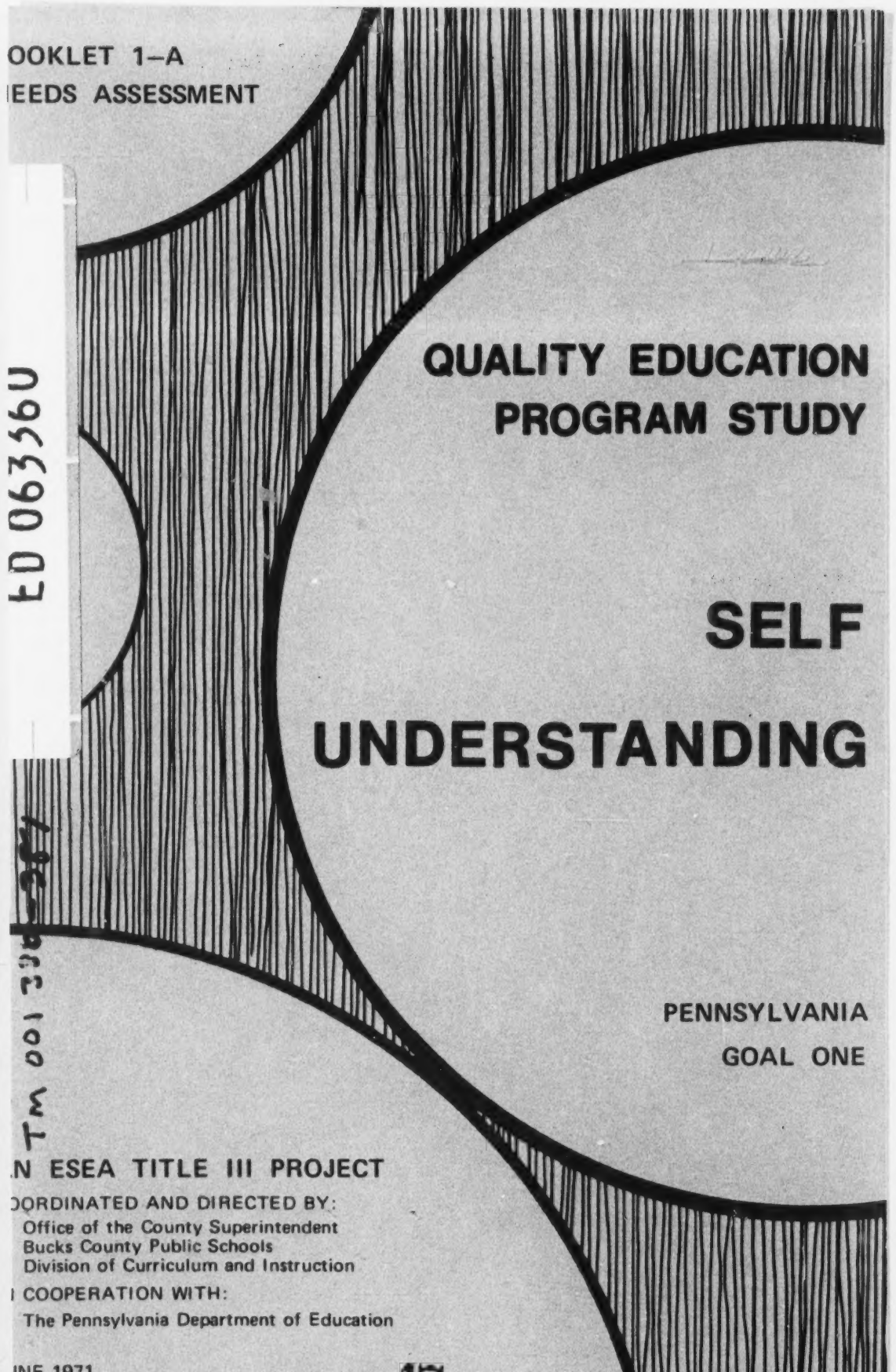
9.2 Teacher gave a student advice about college or other post-high school education.

9.3 Teacher reassured student in a non-academic curriculum or who planned a career not requiring a college education of his personal worth.

TEACHER STRATEGIES

Goal One

9.4 Teacher, in order to change a student's negative attitude toward the future, arranged for the student to study acceptable and relevant models.


OOKLET 1–A
EEDS ASSESSMENT
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QUALITY EDUCATION
PROGRAM STUDY
SELF
UNDERSTANDING
PENNSYLVANIA
GOAL ONE
N ESEA TITLE III PROJECT
ORDINATED AND DIRECTED BY:
Office of the County Superintendent
Bucks County Public Schools
Division of Curriculum and Instruction
COOPERATION WITH:
The Pennsylvania Department of Education
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BOOKLET 1–A
NEEDS ASSESSMENT

QUALITY EDUCATION PROGRAM STUDY

SELF UNDERSTANDING

PENNSYLVANIA
GOAL ONE

N ESEA TITLE III PROJECT
ORDINATED AND DIRECTED BY:
Office of the County Superintendent
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COOPERATION WITH:
The Pennsylvania Department of Education

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PREFACE

The Bucks County Schools have for some time been committed to improving the quality of the educational offerings for its youth. Characteristic of that commitment was the manner in which officials of the Pennsylvania Department of Education, Bucks County Public Schools, Luzerne County Public Schools, Allegheny County Public Schools, Penn-Trafford School District, Pittsburgh School District, and Erie School District joined together in 1966 to draft the proposal for the Quality Education Program Study (QEPS). Conceived as a complement to Pennsylvania's pioneering efforts to assess the quality of its schools, the study was designed to define and clarify the Ten Goals of Quality Education adopted by the State Board of Education in 1965.

The following booklet is a part of the story of how Q.E.P.S. went about its ambitious task, and the results of that effort. We trust this statement of the behavioral definitions for Pennsylvania's Ten Goals of Quality Education will serve as a guide for the evaluation and improvement of teaching and learning in the schools of the Commonwealth.

Dr. George E. Raab
County Superintendent
Bucks County Public Schools

INTRODUCTION

In recent years there has been an increased interest in goal definition in education. Most efforts toward the establishment and definition of goals seems to take the form of generalizations or descriptive statements. Little, if any, data is available concerning empirical methods for defining educational goals.

Until recently, the "Goals for Quality Education" were not defined in a coherent-form. An analysis of this problem revealed that most stated goals have little exact meaning for the practicing educator. Frequently, goals are stated in such general terms that any educator could convince himself that these goals are the purpose that guide his program. Goals are statements of general educational intents. While it is not absolutely necessary for goals to be stated in performance terms, the more clearly these statements are described, the more readily we can develop valid indicators of pupil behavior.

The first step in constructing an instructional program centers upon the need for a set of objectives. An objective refers to the performance or change in behavior a pupil is to exhibit upon completion of instruction. Therefore, meaningful objectives should relate to the "Goals for Quality Education". If one is "to measure objectively the adequacy and efficiency" of educational programs, these objectives must be described in terms of not what the schools do, but in what children do. One must itemize the kinds of behavior that add up to the goals for quality education if we are ever to know how children progress toward the goals or how efficient an educational program may be in furthering such

progress. Specifying goals in this way poses practical problems.[1]

The formulation and adoption of Pennsylvania's Goals of Quality Education represents a major step toward the definition of the State's educational intents, making possible an assessment of its efforts toward the fulfillment of those intents. In an effort to further increase the utility of the goals to the practitioner and evaluator, the Quality Education Program Study was proposed to review, define, and clarify the Ten Goals. Funded in 1968 under E.S.E.A. Title III, Q.E.P.S. made a unique departure from the usual "armchair philosophy" or logical approach to goal definition by deciding to employ the Critical Incident Technique. This technique was used to collect empirical data to define the goals.

The QEPS staff collected critical incident data from teachers, students, and parents from various urban, suburban, and rural areas throughout the State. These data included both student behaviors indicative of achievement of the Ten Goals and teacher behaviors effective in helping students achieve these Goals.

The resulting descriptions or definitions for each of the Ten Goals include: (1) Student Behaviors, (2) Rationales or narrative explanations, and (3) Teacher Strategies. Also, for each Goal QEPS has developed needs assessment instruments to provide the practitioner with a mechanism to systematically gather information to assess its needs and assign priorities to those needs.

[1] Educational Testing Service. A Plan for Evaluating the Quality of Educational Programs in Pennsylvania. Volume One: The Basic Program. Princeton, New Jersey: ETS, Henry S. Dyer, Project Director, Chapter I, pages 1-4 (June 30, 1965).

It is hoped that the resulting products of three years of intensive work devoted to defining Pennsylvania's Ten Goals of Quality Education will provide various segments of the educational community with information and the means to continue to improve the quality of education for the students of Pennsylvania.

Raymond Bernabei
Assistant Superintendent
Bucks County Schools

Donald L. Wright
Project Director, Q.E.P.S.

PROJECT REPORTS

The following is a listing and brief description of the reports produced by the Quality Education Program Study:

Booklet A — Project Description
A description of the project including a background and overview and a detailed report of procedures used to collect, handle, and analyze the data. Includes an appendices.

Booklet B — General Needs Assessment
Instructions
General Needs Assessment Instrument for the Ten Goals.

Booklet C — Characteristics of Incidents and Their Reporters
Gives a tabulation of various characteristics of reporters for each category and sub-category of student behavior.

Goals One through Ten each have two reports. The first is a Description of the goals, containing three basic components: (1) the categories of student behavior, (2) rationales for the areas of effective student behavior, and (3) related teacher strategies. The second report is related to the Needs Assessment of that goal and contains: (1) Instructions, (2) the general needs assessment instrument for that goal, and (3) an analysis of instruments related to that goal. The booklets for the Ten Goals are:

Goal One - Self Understanding
Booklet 1 — Description
Booklet 1A — Needs Assessment

Goal Two - Understanding Others
Booklet 2 — Description
Booklet 2A — Needs Assessment

Goal Three - Basic Skills
Booklet 3 — Description
Booklet 3A — Needs Assessment

	Goal Four - Interest in School and Learning
Booklet 4	Description
Booklet 4A	Needs Assessment
	Goal Five - Good Citizenship
Booklet 5	Description
Booklet 5A	Needs Assessment
	Goal Six - Good Health Habits
Booklet 6	Description
Booklet 6A	Needs Assessment
	Goal Seven - Creativity
Booklet 7	Description
Booklet 7A	Needs Assessment
	Goal Eight - Vocational Development
Booklet 8	Description
Booklet 8A	Needs Assessment
	Goal Nine - Understanding Human Accomplishments
Booklet 9	Description
Booklet 9A	Needs Assessment
	Goal Ten - Preparation for a World of Change
Booklet 10	Description
Booklet 10A	Needs Assessment

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NEEDS ASSESSMENT INSTRUMENTS

General — The general needs assessment instrument is comprised of sixty-three (63) area behavioral statements which encompass all of the Ten Goals of Quality Education. These area statements capsulize the various behaviors of the category scheme derived from student behaviors reported by teachers, parents and students.

Individual — The individual needs assessment instrument is a compilation of the behavior statements taken from the category scheme. These phrases or statements have been edited to accommodate their usage by elementary age children. (The individual needs assessment will be found for the appropriate goal in booklets 1A through 10A).

Test Instrument — The test instruments are a compilation of available tests relating to the Ten Goals of Quality Education. (The test instruments will be found for the appropriate goal in booklets 1A through 10A).

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PURPOSE OF NEEDS ASSESSMENT INSTRUMENTS

General

The general needs assessment instrument can provide the means for a school district to assess its needs relative to the Ten Goals of Quality Education. The need for such assessment may be generated as a result of the Pennsylvania State Quality Assessment Program, or a self-initiated need to identify strengths of the educational program or to identify areas in which greater concentration may be deemed advisable. This instrument could also serve as a medium to acquaint constituents (parents and students) with the Goals of Quality Education.

Individual

The individual needs assessment instrument is designed primarily for student use, under the direction of the teacher. The purpose would be the individual student assessment of his behavior relating to the specific behavioral categories of one or more of the Goals of Education.

HOW TO USE THE GENERAL NEEDS ASSESSMENT INSTRUMENTS

General

This instrument is designed for parent, student, teacher and administrative use, or any combination of these.

The instrument included in this booklet has a rating scale from "most important" through "least important" with accompanying numerals five (5) through one (1). For illustrative purposes, let us assume a school district would request a community group to identify (in their opinion) the most important things the school is or should be accomplishing.

The group would be instructed to read the statement in bold print and the clarifying material below. They should then determine the importance of the area by placing a check above the number representing the priority they consider appropriate in that area. Tabulation would consist merely of adding the total scores for each area. The areas having the highest total score would reflect the group's priority relating to the school program.

Another approach for the use of this instrument would be to transcribe each statement and explanation on separate cards. This would allow the user to sort the items into priority stacks. Five envelopes could be provided and labeled "most important" through "least important".

There are some advantages to using cards. If the school district would utilize the instrument with several groups, or more than once with one group, the cards can be used and reused since no pencil checking is involved. A "free sort" would

simply require the placing of the cards in the appropriately labeled envelope and the tabulation would be the same as the check list tabulation. This "free sort" method might be desirable to compare priority ratings of different groups.

If a district desires, it can structure the sorting process by a "forced sort". The "forced sort" could require equal numbers of cards in each priority envelope or specify a number not to be exceeded in the "most important" and "least important" envelopes and let the others fall somewhere in the three remaining categories of "important", "average importance" or "marginal importance". The "forced sort" would force a few, manageable, top priority items for the school district to determine a course of action to pursue.

School districts may want to compare goal priorities of college oriented parents vs. another group or the school staff itself. Obviously, discretion must be practiced if comparisons are to be made outside of the school community.

The above illustrations allow school districts flexibility for local uses and needs. They are simply illustrations. Local districts may create innovative approaches with the material for their own use.

GENERAL NEEDS ASSESSMENT INSTRUMENT

GOAL ONE - SELF-UNDERSTANDING

Quality Education should help every child acquire the greatest possible understanding of himself and an appreciation of his worthiness as a member of society.

	1 Least Important	2 Importance	3 Marginal Importance	4 Average Importance	5 Most Important
Area 1 - DEMONSTRATES COMPETENCY ON A TASK; WILLING TO TEST COMPETENCY ON A TASK.	1	2	3	4	5
Does well in academic subjects; plays musical instruments; plays on athletic teams; builds or repairs an object; prepares food, serves something; helps another learn in academic or nonacademic areas. Volunteers to take part in performances, to make a painting; applies for a job; enters a contest; tries to do well in academic subjects, nonacademic skills or athletics.					
Area 2 - IMPROVES CAPABILITIES OR ACADEMIC STANDING.	1	2	3	4	5
Works to overcome physical handicaps; asks help in learning; does extra work to improve.					
Area 3 - DEMONSTRATES ACCURATE SELF-APPRAISAL.	1	2	3	4	5
Admits weaknesses and strengths in certain subjects or athletics; chooses schooling, reports, and activities in line with his strengths and abilities.					

GOAL ONE - SELF-UNDERSTANDING

	1 Least Important	2 Marginal Importance	3 Average Importance	4 Important	5 Most Important
Area 4 - SHOWS ACCEPTABLE PERSONAL VALUES. Refuses to fight or admits it wrong to fight; refuses to cheat or help another cheat; helps someone in need of help; appreciates friends; is kind to animals.	1	2	3	4	5
Area 5 - SHOWS FAVORABLE SELF-IMAGE. Shows pride in work or accomplishments; does not brag; improves his behavior; is able to lose and congratulate winner; accepts and is proud of family background.	1	2	3	4	5

HOW TO USE THE INDIVIDUAL NEEDS ASSESSMENT INSTRUMENT

This instrument is designed for self-evaluation or assessment by students. The teacher may select one of the ten Goals of Quality Education, distribute the instrument for that Goal and request the students to place a check above the corresponding number representing "always" through "never". Evaluation of the check lists would reveal the individual strengths and weaknesses relative to a particular Goal.

Those behaviors receiving low scores would indicate both to the student and teacher behavioral goals to which the student should aspire. Pursuit of these goals could entail teacher-student planning of mini-units of study or projects to bring about the desired behavior. On the basis of this, teachers could collaborate on developing units of study or projects to accommodate those students who scored low on the various behavioral items.

INDIVIDUAL NEEDS ASSESSMENT INSTRUMENT

GOAL ONE - SELF-UNDERSTANDING

Quality Education should help every child acquire the greatest possible understanding of himself and an appreciation of his worthiness as a member of society.

	Never	Seldom	Usually	Often	Always
	1	2	3	4	5
Area 1 - DEMONSTRATES COMPETENCY ON A TASK; WILLING TO TEST COMPETENCY ON A TASK.					
1.1 Takes part in class discussion.	___ 1	___ 2	___ 3	___ 4	___ 5
1.2 Makes a class presentation.	___ 1	___ 2	___ 3	___ 4	___ 5
1.3 Takes part in a play, skit, or concert.	___ 1	___ 2	___ 3	___ 4	___ 5
1.4 Shows ability or knowledge in athletics.	___ 1	___ 2	___ 3	___ 4	___ 5
1.5 Shows skill in writing, reading.	___ 1	___ 2	___ 3	___ 4	___ 5
1.6 Shows skill in drawing or painting.	___ 1	___ 2	___ 3	___ 4	___ 5
1.7 Shows mechanical, electrical, or "shop" knowledge or skill.	___ 1	___ 2	___ 3	___ 4	___ 5
1.8 Plays a musical instrument.	___ 1	___ 2	___ 3	___ 4	___ 5
1.9 Shows skill in sewing.	___ 1	___ 2	___ 3	___ 4	___ 5
1.10 Takes work responsibility or a leadership role.	___ 1	___ 2	___ 3	___ 4	___ 5
1.11 Does well in his studies.	___ 1	___ 2	___ 3	___ 4	___ 5

INDIVIDUAL NEEDS ASSESSMENT INSTRUMENT

GOAL ONE - SELF-UNDERSTANDING

	Never	Seldom	Usually	Often	Always
	1	2	3	4	5
1.12 Helps another to learn.	1	2	3	4	5
1.13 Enters a contest.	1	2	3	4	5
1.14 Shows a willingness to try to do well in a school subject.	1	2	3	4	5

Area 2 - IMPROVES CAPABILITIES OR ACADEMIC STANDING.

2.1 Tries to do his best even though he has a weight problem.	1	2	3	4	5
2.2 Asks to be changed from one class to another so that he can learn better.	1	2	3	4	5
2.3 Asks for help in learning a subject or skill.	1	2	3	4	5
2.4 Studies or does extra work in order to improve.	1	2	3	4	5

Area 3 - DEMONSTRATES ACCURATE SELF-APPRAISAL.

3.1 Makes a correct judgment of himself.	1	2	3	4	5
3.2 Decides to do something he knows he can do or wants to do.	1	2	3	4	5

INDIVIDUAL NEEDS ASSESSMENT INSTRUMENT

GOAL ONE - SELF-UNDERSTANDING

	Never	Seldom	Usually	Often	Always
	1	2	3	4	5
Area 4 - SHOWS ACCEPTABLE PERSONAL VALUES.					
4.1 Sees that fighting is wrong.	___ 1	___ 2	___ 3	___ 4	___ 5
4.2 Shows that cheating or stealing or destroying property is not acceptable to him.	___ 1	___ 2	___ 3	___ 4	___ 5
4.3 Says he is sorry for minor misbehavior.	___ 1	___ 2	___ 3	___ 4	___ 5
4.4 Avoids situations that he does not like.	___ 1	___ 2	___ 3	___ 4	___ 5
4.5 Shows understanding of peoples' needs or concern for others.	___ 1	___ 2	___ 3	___ 4	___ 5
Area 5 - SHOWS FAVORABLE SELF-IMAGE.					
5.1 Says that he, his plans, or his abilities are important or worthy.	___ 1	___ 2	___ 3	___ 4	___ 5
5.2 Takes part in an activity more often, and has more self-confidence, after being successful.	___ 1	___ 2	___ 3	___ 4	___ 5
5.3 Says he has pride in his work.	___ 1	___ 2	___ 3	___ 4	___ 5
5.4 Is able to explain reasons for defeat in a game, or congratulates the winner.	___ 1	___ 2	___ 3	___ 4	___ 5
5.5 Does not brag or appear superior.	___ 1	___ 2	___ 3	___ 4	___ 5
5.6 Shows he is proud of his race.	___ 1	___ 2	___ 3	___ 4	___ 5

ANALYSIS OF INSTRUMENTS

The purpose of this section is to provide the Quality Education Program Study with information concerning the identification and selection of test instruments for assessing pupil development with regard to the Program's stated Ten Goals of Quality Education.

The identification and selection of test instruments for the Quality Education Program Study was done at two sites: the University of Alabama and the University of Nevada, Las Vegas. Dr. Sam Leles directed the work at the University of Alabama site, and Dr. James Case directed the work at the University of Nevada, Las Vegas site.

The test instrument identification and selection procedure at both sites was divided into three phases as follows:

Phase 1 — The initial identification at each site of test instruments for all ten goals of the Quality Education Program Study.

Phase 2 — The preliminary screening of the test instruments identified in Phase 1 for Goals I, III (Secondary), V, VIII, IX, and X (University of Nevada, Las Vegas), and Goals II, III (Elementary), IV, VI, and VII (University of Alabama).

Phase 3 — The final screening and analysis of the remaining test instruments from Phase 2.

After completion of Phase 1, the University of Alabama site and the University of Nevada, Las Vegas site, exchanged listings of the instruments thus far identified for all ten goals and completed Phases 2 and 3, using combined listings of instruments from both sites.

An extended description of each of these three phases of the identification and selection procedure as carried out at the University of Nevada, Las Vegas site, follows:

Phase 1 The Initial Identification of Test Instruments for The Ten Goals.

In mid-February, two graduate students at each University site were employed to make the initial identification search of test instruments for all ten goals of the Quality Education Program Study. The graduate students had previous teaching experience in public schools, and had taken considerable course work in testing, test analysis, test selection, etc., during their current graduate studies. All searchers were, therefore, familiar with the sources for the identification of test instruments.

The searchers were instructed to identify all possible instruments for all ten goals. The initial identification listing was to include the following for each instrument: title, form, author or publisher, date, grade level, a brief description of the appropriate uses of the instrument, and a bibliography notation on where the instrument was located during their search.

The criteria for the initial identification of an instrument was that the instrument appropriately measure any characteristic related to the following description of the ten goals:

I - Self Understanding
II - Understanding Others
III - Basic Skills
IV - Interest in School and Learning
V - Good Citizenship
VI - Good Health Habits
VII - Creativity
VIII - Vocational Developme
IX - Understanding Human Accomplishment
X - Preparation for a Changing World

The following is a summary of the number of instruments initially identified by goal at the University of Nevada, Las Vegas site, during Phase 1:

I - 63	VI - 44
II - 43	VII - 35
III - 61	VIII - 37
IV - 36	IX - 35
V - 27	X - 28

These numbers of instruments were identified by a thorough search of the facilities at the University of Nevada, Las Vegas, and at the University of California at Los Angeles.

A listing of the above identified instruments was then sent to the Alabama site. A combined listing of the instruments identified at both sites, at the completion of Phase 1, gave the following number of instruments by goal (corrected for instruments concurrently identified at both sites):

I - 74	VI - 65
II - 56	VII - 57
III - 87	VIII - 62
IV - 53	IX - 55
V - 49	X - 50

A table summary of the numbers of test instruments identified and analyzed by goal for the Ten Goals of Quality Education is listed below. This listing and subsequent final selection of goal-related instruments are not to be considered as exhaustive nor listed in priority form.

SUMMARY

Number of Test Instruments Identified and Analyzed by Goal for The Ten Goals of Quality Education

Goal	No. of Instruments Identified in the Initial Search (UA + UNLV)	No. of Duplicate Instruments	No. of Instruments Analyzed	No. of Instruments Selected
I	84	10	74	26
II	65	9	56	18
III	97	10	87	39
IV	59	6	53	14
V	54	5	49	17
VI	71	6	65	20
VII	57	0	57	10
VIII	65	3	62	24
IX	59	4	55	19
X	53	3	50	22
Totals	664	56	608	209

Phase 2 The Preliminary Screening of the Test Instruments Identified in Phase 1.

The University of Nevada, Las Vegas site, performed a preliminary screening of test instruments from the above described combined listings for Goals: I, III(Secondary), V, VIII, IX, and X. The University of Alabama site concurrently performed a preliminary screening of the instruments from the combined listings for Goals: II, III(Elementary), IV, VI, and VII.

The following criteria were used at both University sites for the preliminary screening of the initially identified instruments from Phase 1 relating to each goal.

Goal One

The instrument must measure and/or identify those characteristics or attributes that provide information that would permit an individual to develop a better understanding of himself and his worth to society.

Goal Two

The instrument must measure and/or identify the individual's extent of acquiring understanding and appreciation of persons belonging to social, cultural, and ethnic groups different from his own.

Goal Three

The instrument must measure and/or identify the individual's extent of acquisition and/or mastery of the basic skills in the use of words and numbers.

Goal Four

The instrument must measure and/or identify the individual's acquisition of positive attitudes toward school and toward the learning

process.

Goal Five

The instrument must measure and/or identify habits and/or attitudes of an individual that are associated with responsible citizenship

Goal Six

The instrument must measure and/or identify the individual's acquisition of good health habits and understanding the conditions necessary for the maintenance of physical and emotional well-being.

Goal Seven

The instrument must measure and/or identify the traits or characteristics encouraging creativity.

Goal Eight

The instrument must measure and/or identify the individual's knowledge and/or understanding of the opportunities open to him for preparing himself for a productive life.

Goal Nine

The instrument must measure and/or identify the individual's knowledge of, and/or understanding of, and appreciation of, human achievement in the natural sciences, the social sciences, the humanities, and the arts.

Goal Ten

The instrument must measure and/or identify those characteristics or attributes of an individual that relate to preparation for a life of change and unforeseeable demands.

Phase 3 The Final Screening and Analysis of The Test Instruments Remaining After Phase 2.

After the preliminary screening of the test instruments in Phase 2, the total number of instruments for each goal was reduced to approximately half.

The following criteria were used at both sites for the final screening and analysis of the test instruments remaining from Phase 2:

Goal One

The instrument must measure and/or identify characteristics and/or attributes of self concept, and knowledge and/or understanding of societal structures and relationships, and his relationship to these. Examples of the foregoing were: social emotional adjustment; response to ideas, people and established institutions; sense of personal worth, personal freedom, belonging; being with others; political, social, and religious values; emotional adjustment; personal preferences; self confidence; needs and problems identification; friendliness; integrity; leadership and responsibility; value complex development; emotional maturity.

Goal Two

The instrument must measure and/or identify traits or characteristics an individual achieves in attempting to understand and appreciate other persons belonging to social, cultural, and ethnic groups. Examples of the foregoing are: social standards, anti-social tendencies, community relations; generalized attitudes toward nationality, racial, and religious groups; a study of what different people will do in different situations; morality and personality traits, perception of others; independence, leadership, interpersonal traits; and social distance.

Goal Three

The instrument must measure and/or identify the individual's extent of acquisition and/or mastery of the basic skills in: acquiring ideas through listening and reading; communicating through writing and speaking; handling mathematical operations, and the ability to reason logically and to respect evidence. Examples of the foregoing were: assessment of reading comprehension, progress and growth; assessment of vocabulary, reading speed and accuracy; measurement of auditory memory and alertness; sound-symbol association ability; sensitivity to grammatical structure; listening ability; understanding of word meaning and sentence meaning; location of information; ability to select central ideas and skim; ability to think critically, draw influences, recognize assumptions and reason logically; spatial and numerical reasoning; measurement of concepts and skills in structure and number; recognition and application of mechanics of writing, building of sentences and paragraphy; measurement of arithmetic problem-solving abilities.

Goal Four

The instrument must measure and/or identify positive attitudes toward school and learning. Descriptions include school life; interest index; attitudes toward disciplinary procedure, play, vocation and school work; opinion of school, interests, and subjects.

Goal Five

The instrument must measure and/or identify knowledge of and habits and/or attitudes associated with: loyalty to the fundamental principles of a free democratic society; effective participation in group activities either as a leader or follower; an appreciation and acceptance of the necessity for earning a living; the acceptance of the basic

ethical values of group living, e.g., honesty, concern for the less fortunate, etc. Examples of the foregoing were: assessment of knowledge and understanding of political participation, government organization and services; familiarity with issues that confront citizens in a democrary, e.g., urban problems, economic affairs, foreign policy; knowledge and understanding of the United States Constitution and federal government policies and political participation; assessment of attitudes toward changing the Constitution; assessment of actual and desired political-social activism; assessment of values relative to political controls; measurement of knowledge and understanding of democratic principles of the United States; understanding of social change; measurement of social conformity, prejudice, and degree of open/closed mind; assessment of active involvement in current social or political problems; identification of economic wants; measurement of appreciation of the role of economic factors in one's life.

Goal Six

The instrument must measure and/or identify health behavior from the viewpoint of student practices; understanding conditions necessary for maintaining good health habits; knowledge and application of safety education concept; practices and attitudes one holds regarding health habits; the causes and effects related to good health.

Goal Seven

The instrument must measure and/or identify factors in creative thinking. Examples of related terms are: logical thinking, divergent thinking, ideational fluency, expressional fluency, optimistic-imagination, style preferences, generalizing, analyzing, synthesizing and evaluating.

Goal Eight

The instrument must measure and/or identify the individual's knowledge and/or understanding of the educational and vocational opportunities open to him for preparing himself for a productive life. It is explicitly implied that the test instruments selected for this goal will also be used for educational/vocational guidance purposes. Examples of the foregoing were: measurement of mental abilities important for academic success and related endeavors outside the classroom; measurement of scholastic ability of students planning to go to college; prediction of success and satisfaction in an occupation; preference for, liking for, or interest in a vocation; assessment of work values; measurement of aptitude for skills in selected occupations; interest in selected occupational activities; measurement of abilities necessary for success in selected occupational fields; measurement of attitudes toward a vocation; assessment of personal qualities related to job success or failure; educational and vocational planning inventories.

Goal Nine

The instrument must measure and/or identify the individual's knowledge of and/or understanding of, and appreciation of, human achievement regarding the transforming conceptions of modern science, basic socialogical and psychological principles, and the differentiation of th worthy from the worthless in the arts and humanities. Examples of these were: measurement of understanding of music and artistic heritage; measurement of knowledge and comprehension of literature; assessment of understanding of recent social and scientific developments; knowledge, understanding, and appreciation of art, music, drama, and philosophy; measurement of awareness of works of famous composers, writers, and

artists; measurement of ability to interpret literary materials; measurement of understanding of general scientific principles, the nature of scientific inquiry and scientific reasoning.

Goal Ten

The instrument must measure and/or identify those characteristics or attributes of an individual that relate to preparation for a life of change and unforeseeable demands. This goal explicitly implies a necessity for continuing education - both formal and/or informal, both recreational and/or vocational (or occupational) - to fill the life-long needs of the individual and society. Selection criteria for test instruments for this goal must, therefore, reflect general interests, attitudes, preferences, etc., toward work and leisure; thus the selected instruments would provide information useful to an individual for future leisure-time and vocational planning - planning that is necessary because of the rapidly changing economic and recreational nature of our world. Examples of these were: identification of behavior preferences; identification of personal problems, e.g., personal finance, planning for future, personal interests; measurement of variability and adaptability; desire for responsibility; interest in self-employment; assessment of aspirations at both idealistic and realistic levels; measurement of independence and resourcefulness; assessment of values which influence manner of coping with life-problems; classification of individual as to type, theoretical-non-theoretical, political-non-political, etc.

GOAL ONE: SELF-UNDERSTANDING

I N S T R U M E N T S

T I T L E	FORM	AUTHOR OR PUBLISHER	DATE	GRADE LEVEL	DESCRIPTION	REF. NO.
Omnibus Personality Inventory		P.A.Heist, T.R.McConnell, et.al.		10 & up	Designed to assess intellectual vs. non-intellectual values, liberal vs. conservative attitudes, social-emotional adjustment and characteristic approaches and modes of response to ideas, people, and established institutions	154
California Test of Personality		L.P.Thorpe, Willis W. Clark, and Ernest W. Tiegs California Test Bureau	1953	7-16	15 scores: self-reliance, sense of personal worth, sense of personal freedom, feeling of belonging, withdrawing tendencies, nervous symptoms, total personal adjustment	118
Cotswold Personality		C. M. Flemming	1960	6-11	6 scores: 3 preference scores (things, people, ideas) and 3 attitude scores (using one's hands, being with others)	119
Pictorial Study of Values: Pictorial Allport-Vernon		C. Shooster	1957	8 & up	7 scores: aesthetic, economic, political, religious, social, theoretical strength, liking things in general	121

		Long			45	areas: Both: seriousness, firmness, frankness, tranquility, stability, tolerance. Long only: steadiness, persistence, contentment 126
The Personal Preference Scale		M.H.Krout & J.Krout Tabin	1947-54	9 & up		10 scores: active-inactive, sociable-individualistic, permissive-critical, consistent-inconsistent, efficient-inefficient, self-effacing - egocentric, masculine-effeminoid, feminine-masculinoid, emotionally mature-emotionally immature, socially mature-socially immature 127
Adjustment Questionnaire		National Bureau of Education and Social Research	1951	7-12		Scores twelve areas which include: self-confidence, sense of personal worth, sense of personal freedom, recognition, nervous symptoms, moral attitudes, family relationships, emotionality, total 397
Detroit Adjustment Inventory		The Bobbs-Merrill Company, Inc.	1943-53	3-6 7-12		Scores adjustment in four areas including self 140
Kuder Preference Record Personal Preference	A	Science Research Associates, Inc.		9-16 Adult		Appraises liking for five aspects of life situations: being active in groups, being in familiar and stable situations, working with ideas, avoiding conflicts, and directing others 220

GOAL ONE: SELF-UNDERSTANDING

I N S T R U M E N T S

T I T L E	FORM	AUTHOR OR PUBLISHER	DATE	GRADE LEVEL	DESCRIPTION	REF. NO.
Adjustment Inventory (Bell)		Stanford University Press	1934-38	9-16 Adult	Provides an efficient means of getting self-appraisal in the areas of health, social, emotional, and vocational (adult form) adjustment	222
SRA Youth Inventory		Science Research Associates, Inc.	1949	7-12	A needs and problems checklist with items worked to suit grades 7-12	224
Survey of Personal Values		L. V. Gordon, Univ. of New York at Albany		9-12 Coll. Adult	Designed to measure 6 values influencing the manner in which an individual copes with the problems and choices of everyday living: practical mindedness, achievement, variety, decisiveness, orderliness, goal orientation	188
How I See Myself	40-item elem. 42-item sec.	I. J. Gordon	1967	3-12	A self-report instrument designed to measure dimensions of self-concept.	454
Self-Concept of Ability Scale		W.B.Brookover, A.Patterson, S.Thomas	1964	7	Determines concept of one's own ability, both in general and in particular subjects	460

				8-10	social, home, school. 58-item inventory	462
Bledsoe Self-Concept Scale (BSCS)		J. Bledsoe	1967	3-8	A checklist of 30 trait descriptive adjectives	463
The Self-Appraisal Scale (SAS)		H. Davidson & J. Greenberg	1967	5	A 24-item self-report inventory; each item tested for intelligibility to fifth grade children	464
Behavior Preference Record		California Test Bureau	1953	4-12	Cooperation, friendliness, integrity, leadership, responsibility	468
Mooney Problem Checklists	4 forms avail. Jr.Hi.-Adult	Psychological Corp.	1970	Jr. Hi.-Adult	Used to help individuals express their problems. Not a test. Self-administered, increases pupil's understanding of self	651
Study of Values		Allport and Vernon Houghton Mifflin Co.	1960	High Sch.	Determines extent to which person has begun to develop a value complex	673
Gordon Personal Inventory		L. V. Gordon; Harcourt, Brace & World, Inc.	1956	9-16 Adult	4 scores: cautiousness, original thinking, personal relating, vigor	605
How Well Do You Know Yourself?	NE-21	T.N. Jenkins, et.al. Executive Analysis Corp.	1961	9-12	19 scores: contains 120 items. Trait scores based on factor analysis. 20 mins. to take this test. Traits such as irritability, novelty, loving, vocational assurance, impulsiveness are measured	606

GOAL ONE: SELF-UNDERSTANDING

I N S T R U M E N T S

T I T L E	FORM	AUTHOR OR PUBLISHER	DATE	GRADE LEVEL	DESCRIPTION	REF. NO.
Self-Disclosure Inventory for Adolescents		Science Research Associates	1949	Adolescent	48 items yields a grand disclosure score; 6 aspect-disclosure subscores and 6 disclosure-to-target subscores	546
Tennessee Self-Concept Scale		W.H. Fitts, Counselor Recordings & Tests	1965		100 self-descriptive statements	528
SRA Junior Inventory	S	Science Research Associates		4-8	Yields scores in five areas: things in general, about myself, getting along with others, school and home.	540
The Personal Orientation Inventory		Educational & Industrial Testing Service, San Diego, Calif.	1966		Provides a measure of values and behaviors believed to be of importance in the development of self-actualization. Consists of 150 two-choice, paired opposite statements of values, 2 major scales and 10 secondary scales	688

I N D E X

GOAL Cross-Reference)	REFERENCE	CODE NO.
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#1, #4	Ibid., p. 137.	119
#1, #5	Ibid., p. 253.	121
#1	Ibid., p. 238.	126
#1	Ibid., p. 241.	127
#1, #2	Noll, V. H. Introduction to Educational Measurement. Boston: Houghton Mifflin Company, 1965, p. 341.	140
#1	The Psychological Corporation Test Catalog 1971. New York: Test Division, The Psychological Corporation, 1971, p. 33.	154
#1	Science Research Associates, Inc. Evaluation and Guidance Catalog. Palo Alto, California: Science Research Associates, Inc., 1971, p. 142.	188
#1	Thorndike, R. L. and E. Hagen. Measurement and Evaluation in Psychology and Education. New York: John Wiley and Sons, Inc., 1967, p. 587.	220
#1, #2	Ibid., p. 588.	222
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#1	Buros, O. K. (Ed.) Mental Measurement Yearbook (5th Ed.) New Jersey: The Gryphon Press, 1959, p. 31.	397
#1	Beatty, Walcott H. Improving Educational Assessment & An Inventory of Measures of Affective Behavior. Washington, D.C.: ASCD, NEA, 1969.	454
#1	Purkey, William W., Sr. Self-Concept and School Achievement. New Jersey: Prentice-Hall, Inc., 1970.	460

#1	Ibid.	462
#1	Ibid.	463
#1	Ibid.	464
#1	Buros, O. K. (Ed.) Tests in Print, New Jersey: The Gryphon Press, 1961, p. 115.	468
#1	Crites, John O. "Test Reviews," Journal of Counseling Psychology, XII, No. 3, 1965, pp. 330-331.	528
#1	Supplementary Test Suggestions, Educational Records Bulletin No. 81. New York: Educational Records Bureau, p. 31.	540
#1	West, Lloyd W. and Harvey W. Zingle. "A Self-Disclosure Inventory for Adolescents," Psychological Reports, XXIV, 1969, pp. 439-445.	546
#1, #10	Buros, O. K. Tests in Print: A Comprehensive Bibliography of Tests for Use in Education, Psychology, and Industry. New Jersey: The Gryphon Press, 1961 p. 125.	605
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